

**INQUIRY BASED-LEARNING WITH DIGITAL MODULE IN TEACHING  
READING AT SMP AL AZHAR SYIFA BUDI SOLO**



**Submitted as a Partial Fulfillment of the Requirement  
for Getting Bachelor Degree of Education in English Department**

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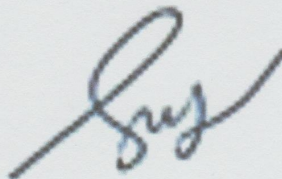
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**ACCEPTANCE**

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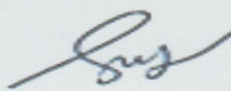
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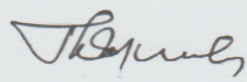
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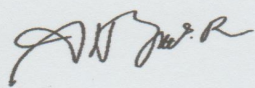
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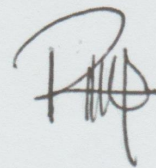
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Hence later, if it is proven that there are some untrue statements in this testimony, I will fully be responsible.

Surakarta, 21 May 2021

The Researcher



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## **INQUIRY BASED LEARNING WITH DIGITAL MODULE IN TEACHING READING AT SMP AL AZHAR SYIFA BUDI SOLO**

### **Abstract**

This research has purpose to (1) describe the implementation of Inquiry Based Learning technique with digital module in teaching reading and to (2) identify the difficulties faced in teaching reading using Inquiry Based Learning technique with digital module. This research was conducted using descriptive qualitative research method. The subject of this research were the English teacher of the eighth grade who teach reading using inquiry based learning with digital module and the students of the eighth grade. The data were gathered using two technique of data collection, by using direct interview to the participants and document analysis. There are three activities to analyze; data reduction, data display, and conclusion drawing/verification. The analysis was done to describe the implementation of inquiry based learning in teaching reading and to identify the difficulties faced in using inquiry based learning in teaching reading. The findings showed that (1) there are five steps in the implementation of inquiry based learning in teaching reading. The five steps follow the principle of Inquiry-Based Learning (Science by Doing Program). The steps are Engagement with the Topic, Exploring Reading Comprehension Strategies, Explaining the Result of Reading Comprehension Strategies Used, Elaborating Answers of Formulated Questions, and Evaluating the Whole Text and Learning Process. The Digital Module combined with the inquiry based learning has purpose to provide material of reading. (2) The difficulties are faced by the teacher and students. The difficulties of the teacher are large class, limited time, and lack of support from the school. Meanwhile, the difficulties of the students are lack of confident; the topic of reading material is not familiar for students, and the lack of motivation in reading. In conclusion, Inquiry Based Learning implemented by the teacher is able to help learners or students to engage with the reading material, however there are some difficulties appear due to the large class and limited time to conduct Inquiry Based Learning. It is recommended to the teacher to combine some learning method and media for more effective and conducive teaching and learning process. Teacher must also find out the weaknesses and strength of students to optimize their learning.

**Keywords:** Inquiry Based Learning, Digital Module, Teaching Reading

### **Abstrak**

Penelitian ini dilakukan untuk (1) mendeskripsikan penerapan teknik Pembelajaran Berbasis Inkuiri (*Inquiry Based Learning*) dengan modul digital dalam pembelajaran reading dan untuk (2) mengidentifikasi kesulitan-kesulitan yang dihadapi dalam pembelajaran reading dengan menggunakan teknik Pembelajaran Berbasis Inkuiri (*Inquiry Based Learning*) dengan modul digital. Penelitian ini dilakukan dengan menggunakan metode penelitian kualitatif deskriptif. Subyek

penelitian ini adalah guru Bahasa Inggris kelas VIII yang mengajar reading dengan menggunakan pembelajaran berbasis inkuiri (*Inquiry Based Learning*) yang disertai modul digital dan siswa kelas VIII. Data dalam penelitian ini dikumpulkan dengan menggunakan dua teknik pengumpulan data, yaitu dengan wawancara langsung kepada partisipan dan analisis dokumen. Terdapat tiga tahapan analisis; reduksi data, penyajian data, dan penarikan kesimpulan/ verifikasi. Analisis dilakukan untuk mendeskripsikan penerapan pembelajaran berbasis inkuiri (*Inquiry Based Learning*) dalam pembelajaran reading dan untuk mengidentifikasi kesulitan yang dihadapi dalam pembelajaran berbasis inkuiri (*Inquiry Based Learning*) dalam pelajaran reading. Hasil penelitian menunjukkan bahwa (1) terdapat lima langkah dalam pelaksanaan pembelajaran berbasis inkuiri (*Inquiry Based Learning*) dalam pembelajaran reading. Kelima langkah tersebut mengikuti prinsip Pembelajaran Berbasis Inkuiri (*Science by Doing Program*). Langkah-langkah pembelajaran *Inquiry Based Learning* adalah *Engagement with the Topic*, *Exploring Reading Comprehension Strategies*, *Explaining the Result of Reading Comprehension Strategies Used*, *Elaborating Answers of Formulated Questions*, dan *Evaluating the Whole Text and Learning Process*. Modul Digital yang digabungkan dengan pembelajaran berbasis inkuiri bertujuan untuk menyediakan materi bacaan. (2) Kesulitan yang dihadapi oleh guru dan siswa. Kesulitan yang dihadapi guru adalah kelas yang besar, waktu yang terbatas, dan kurangnya dukungan dari pihak sekolah. Sedangkan kesulitan siswa adalah kurang percaya diri, topik bahan bacaan yang kurang familiar bagi siswa, dan kurangnya motivasi dalam membaca. Kesimpulannya, penerapan *Inquiry Based Learning* dapat membantu peserta didik atau siswa terlibat dengan materi bacaan, namun terdapat beberapa kesulitan yang muncul karena kelas yang besar dan waktu yang terbatas untuk melaksanakan *Inquiry Based Learning*. Berdasarkan hasil penelitian ini, disarankan kepada guru untuk menggabungkan beberapa metode dan media pembelajaran agar proses belajar mengajar lebih efektif dan kondusif. Guru juga harus mengetahui kelemahan dan kekuatan siswa untuk mengoptimalkan pembelajarannya.

**Kata Kunci:** Pembelajaran Berbasis Inkuiri, Modul Digital, Pelajaran Membaca

## 1. INTRODUCTION

In teaching and learning reading skill there are a number of particular problems which need to be addressed. The first problem is reading comprehension. The problems are related to background knowledge, cultural knowledge, and knowledge of text type. Background knowledge is the students' previous knowledge or knowledge of the world. If students lack prior knowledge in reading a text, they cannot understand it because they do not know what the text is about. The second problem is limited vocabulary. The problem involves difficulties with words. These difficulties include problems with technical vocabulary, super ordinates, synonyms, antonyms, and words with several meanings. Students will have great difficulty in understanding the text as a whole

because lack vocabulary. To be successful, they have to recognize a high proportion of the vocabulary (Paren, 1996 in Harmer, 2003). The third problem is complex and very long sentences. According to Chawwang (2008) complex sentences are sentences that contain many clauses or reduced clauses and abstract concepts. Harmer (2003) says that texts with longer sentences will be more difficult to understand than shorter sentences.

Based on preliminary interview conducted with one of English teacher at Al-Azhar Syifa Budi Solo, on March 11, 2020, regarding the reading skill of students, the teacher stated that the students still experience problems concerning with reading competence. Most students are lack in English. It is shown from their passing grade in English that are below of minimum passing grade required by the curriculum as a more intensive observation undertaken; the problem is mostly in reading skill. Students are unable to comprehend the reading materials in the text. In the English lesson of Junior Junior High School, the development of reading skills is mainly focused on analyzing the kinds of text. Therefore their understanding on material taught is quite poor.

To deal with the problems of students concerning with reading competence, the English teacher at Al-Azhar Syifa Budi Solo stated in the interview that combining strategy and reading material is necessary. Here, the teacher has tried various ways to deal with their problems with reading competence. Not many students in the eighth grade are good in English due to their different acquisition of English learning at elementary school. According to the teacher, utilizing technology to teach reading is very helpful. In this case, the teacher applied digital module in teaching reading. Digital modules can serve various purposes. Digital module used by the teacher has purpose to give exposure to the students in reading comprehension. With digital module, students can find various texts and it is more interactive than a printed text.

Exercises in digital modules, for example, can increase students' motivation, their understanding and retention of knowledge, as well as facilitate the acquisition of domain-specific knowledge. Embedding representational tools such as graphs, texts, diagrams, and pictures in digital learning modules can authenticate and visualize learning contexts which in turn help students acquire complex cognitive skills and perform deep learning. Digital learning modules provide students with various modes of

information presentation, such as texts, exercises, graphs, diagrams, animations, pictures, and so forth, that can support students' learning (Omid Noroozi, 2016).

Meanwhile, to make the students to be active in the learning reading, the teacher applied Inquiry Based learning model in teaching reading. According to the teacher, this model is very useful to engage students in the learning. Sanjaya, (2009), states that inquiry is an activity that involves all students' skills in searching and investigating in focused, critical thinking, logical, analytical so they can take information.

Based on the background of the research, the objectives are arranged as follows (1) To describe the implementation of Inquiry Based Learning model with digital module in teaching reading and (2) To identify the difficulties faced in teaching reading using Inquiry Based Learning model with digital module.

## **2. METHOD**

This research was conducted by using a descriptive qualitative research. The subjects of this research were one English teacher of the eighth grade at SMP Al Azhar Syifa Budi Solo who taught reading using Inquiry Based Learning model with digital module and the students of the eighth grade at SMP Al Azhar Syifa Budi Solo in 2020/2021 academic year. There were one teacher and 10 students participated in this research. The data in this research were collected through interview and document analysis. Interview was done to obtain data of the implementation of Inquiry Based Learning model with digital module in teaching reading and difficulties faced in teaching reading using IBL model with digital module. Whereas, document analysis was used to collect data related to this research such as syllabus, lesson plan, and teaching material.

The theory used to analyze the implementation of Inquiry Based Learning was the Inquiry Based Learning Process by Paula (2006). Meanwhile, to analyze the difficulties in teaching reading using IBL model, the theory of Paula (2006) and Youthlearn (2001) was employed.



### 3. FINDING AND DISCUSSION

#### 3.1 Findings

##### 3.1.1 The Implementation of Inquiry Based Learning Model with Digital Module in Teaching Reading

The following interview shows that the English teacher at SMP Al Azhar Syifa Budi Solo has implemented Inquiry Based Learning in teaching reading.

*Sebenarnya ada beberapa strategi yang saya gunakan untuk pembelajaran reading, diantaranya adalah inquiry based learning* (Actually, there are several strategies that I use for teaching reading, such as inquiry based learning)

Furthermore, the implementation of Inquiry-Based Learning refers to the principles of Inquiry-Based Learning (Science by Doing Program). It is as stated by the English teacher, as follow.

*Pembelajaran berbasis inkuiri yang saya terapkan ini, Sains berbasis inkuiri mengadopsi pendekatan investigatif dalam proses belajar mengajar dimana siswa diberikan kesempatan untuk menyelidiki suatu masalah, mencari solusi yang mungkin, melakukan observasi, mengajukan pertanyaan, menguji ide, dan berpikir kreatif dan menggunakan intuisi mereka. Dalam pengertian ini, sains berbasis inkuiri melibatkan siswa yang melakukan sains di mana mereka memiliki kesempatan untuk mengeksplorasi solusi yang mungkin, mengembangkan penjelasan untuk fenomena yang sedang diselidiki, menguraikan konsep dan proses, dan mengevaluasi atau menilai pemahaman mereka berdasarkan bukti yang tersedia.* (The inquiry based learning that I apply is Inquiry-based science adopts an investigative approach to teaching and learning where students are provided with opportunities to investigate a problem, search for possible solutions, make observations, ask questions, test out ideas, and think creatively and use their intuition. In this sense, inquiry-based science involves students doing science where they have opportunities to explore possible solutions, develop explanations for the phenomena under investigation, elaborate on concepts and processes, and evaluate or assess their understandings in the light of available evidence)

The steps in the implementation of Inquiry Based Learning can be seen in the results of interview with the English teacher, as follow.

*Tahap-tahap saya dalam menggunakan inquiry based learning dalam teaching reading adalah pertama Engagement with the Topic, Exploring Reading Comprehension Strategies, Explaining the Result of Reading Comprehension Strategies Used, Elaborating Answers of Formulated Questions, and Evaluating the Whole Text and Learning Process (The stages in using inquiry-based learning in teaching reading are engagement with topics, exploring reading comprehension strategies, explaining the results of the reading comprehension strategies used, explaining answers to questions formulated, and evaluating the entire text and learning process)*

The above interview describes the process of the implementation of Inquiry Based Learning in teaching reading.

In addition, the use of Digital Module with Inquiry Based Learning in teaching reading is to provide material of reading. It is as stated by the English teacher, as follow.

*Digital Module itu sendiri digunakan untuk menyediakan materi-materi reading dan reading task. Pada dasarnya sebagai pelengkap dalam teaching reading using inquiry based learning. Dari Digital Module, saya dapat memberikan materi bacaan, dan siswa dapat membukanya melalui gadget yang mereka miliki. (The digital module itself is used to provide reading materials and reading tasks. Basically, it is as a complement to teaching reading using inquiry based learning. From the Digital Module, I can provide reading material, and students can open it through the gadgets they have)*

The digital modules are innovations that can be used by teachers in solving the problems of Government-issued module or textbook. These innovations can be done by utilizing the development of IT technology in schools.

In the implementation of digital module with Inquiry Based Learning, the learning process is designed not only to center on educators but also to provide opportunities for students to construct their knowledge and skills based on independent learning. Based on the results of interview and document analysis, show that, on average, students can use digital modules through their respective smartphones or PCs. Digital modules that have been equipped with activity guides help students understand the assignment and deepen the material especially in accessing learning resources on the

links that have been provided. The guide in the form of a video tutorial complements the use of digital modules or e-modules if integrated with the e-learning system, covering operational procedures for content and access that can be followed by educators and students.

The developed digital module is stored in the .exe format on CD and micro SD Flash to make it easy to copy and use on different computers or laptops. This digital module facilitates the students to learn independently and accommodates varying levels of students' learning speed. The students who have a high learning speed can learn faster and finish quicker.

Based on the document analysis, the steps in implementing the digital modules in the online learning is described as follow:

**Step 1: Create a digital management system**

The first thing that done by the teacher in implementing the digital module during online learning is recreates a classroom in the digital space. Choose a management system. The teacher needs this as a way to easily collect, distributes, and grade student work. Here, the teacher applies Google Classroom.

**Step 2: Use a digital class management system**

In this step, the teacher extends the class management into the digital space. Track student discipline and rewards via such apps of Google Classroom.

**Step 3: Go Paperless. Distribute class material digitally**

In this step, the teacher starts to give material, task or assignment by using digital modules. The teacher shares them to all students about the topic to be discussed and the task or assignment that should be done by the students.

**Step 4: Have students share what they have learned**

In this step, the teacher has students share their learning with not only other students, but parents as well. Here, students are able to communicate each other in groups about their task or assignment. This step is a collaborative activity of Inquiry Based Learning with Digital Module. In this step, the teacher provides the students with a handout or assignment in the digital module comprising several questions. Students are instructed to answer the questions with their group in 10 to 12 minutes. Students are also

told that their work/answers are shared with the class on a random basis, so that they must do it in detail to show their work and write their answers.

#### Step 5: Digital Assessment with immediate feedback

The last step is direct assessment or feedback from the teacher. In this step, the teachers asks the students to give their opinion about the passage and are asked to write down their new vocabulary they have got from the text and handled them to stick their opinion on a cartoon. Similarly, the teacher had a cartoon to be stuck on and provided many sticky notes for students. Then, the teacher proposed them to stick their opinion on it.

### 3.1.2 Difficulties Faced by The Teachers in Teaching Reading Using Inquiry Based Learning Model with Digital Module

The difficulties faced by the English teacher of the eighth grade in implementing the Inquiry Based Learning with Digital Module in teaching reading are large class, limited time, and lack of support from the school. It can be seen from the following results of interview.

#### a) Large Class

Large class is one of the difficulties faced in implementing the inquiry based learning in teaching reading. Here, the students can be so crowded and noisy that the teacher gets a problem to create a good learning condition. In this case, the students may talk by themselves with their friends and sometimes they run around the classroom instead of having discussion with the member of the group.

*Kendala utama ya, kelas yang besar, jumlah siswa yang banyak rentan bagi mereka untuk membuat kegaduhan. Terkadang diskusi menjadi kurang efektif dan susah untuk mengendalikan situasi di dalam kelas (The main obstacle is the large class, the large number of students, is prone for them to make noise. Sometimes the discussion becomes less effective and it is difficult to control the situation in the classroom)*

#### b) Limited Time

The limited time to complete the syllabus or lesson plan makes the teacher difficult to follow the steps of inquiry based learning method.

*Kendala lainnya adalah waktu, mbk, kadang tidak cukup waktu untuk menyelesaikan pembelajaran dengan inquiry based*

*learning dalam satu pertemuan, steps di inquiry based learning tidak dapat terlampaui dan tidak bisa menyelesaikan target sesuai dengan syllabus dan lesson plan. (Another obstacle is time, sometimes not enough time to complete learning with inquiry based learning in one meeting, steps in inquiry based learning cannot be exceeded and cannot complete targets according to the syllabus and lesson plan)*

c) Lack of support from the school

The lack of support from the school management also becomes one the difficulties faced in implementing the Inquiry Based Learning in teaching reading.

*Support dari sekolah juga menjadi kendala, Sebenarnya sekolah sudah cukup maju dalam hal teknologi, akan tetapi masih kurang maintenance dan petugas yang kurang tanggap dalam menyiapkan media pembelajaran, terutama di lab bahasa Inggris. Kita khan juga menggunakan Digital Module, internet sangat dibutuhkan, tapi kadang tidak dapat di akses atau koneksinya buruk. Untuk materi dan media juga kebanyakan saya sendiri yang harus menyiapkan (Support from schools is also an obstacle, in fact the school is quite advanced in terms of technology, but there is still less maintenance and officers who are less responsive in preparing learning media, especially in the English language lab. We also use the Digital Module, the internet is really needed, but sometimes it can't be accessed or the connection is bad. For the material and media, mostly I have to prepare myself)*

### 3.1.2 Difficulties Faced by The Students in Learning Reading Using Inquiry Based Learning Model with Digital Module

There are also some difficulties faced by the students. Based on the results of interview sheet given to the students, the difficulties are as follow.

a) Lack of Confident

Based on the results of students' answer on the difficulties in implementing inquiry based learning in teaching reading, it can be seen that the lack of confident is one of the difficulties faced by the students. Some students stated that they do not have enough confidence to present their work in front of their friends.



Student 1 :

*Saya merasa kurang percaya diri kalau pas harus tampil untuk mempresentasikan jawaban di kelas (I feel less confident if I must appear to present answers in front of the class)*

Student 2 :

*Saya agak malu sich buat menjawab pertanyaan, juga kalau maju di depan kelompok-kelompok lain (I am a bit embarrassed to answer questions, also when I step forward in front of other groups)*

Student 3 :

*Di pembelajaran dengan inquiry based learning yang diberikan guru ini, saya merasa kurang percaya diri saja waktu harus tampil di depan teman-teman saya untuk membahas jawaban, saya juga tidak percaya diri kalau harus jadi ketua kelompok (In inquiry based learning given by this teacher, I just feel less confident when I have to appear in front of my friends to discuss answers, I also do not have the confidence to be the group leader)*

b) The topic of reading material is not familiar for students

Based on the results of answer of students in the interview sheet on the difficulties of implementing Inquiry Based Learning in teaching reading, it was found that students have difficulty in following the lesson if the material of reading is too difficult or unfamiliar to them. In this case, it becomes a matter since the discussion held by the students may not run well in the inquiry based learning, and it will waste too much time for the students to understand the reading material.

Student 1 :

*Kadang saya kesulitan untuk memahami materi readingnya, banyak kosa kata yang susah untuk dimengerti, bacaannya panjang dan saya jadi agak malas untuk membacanya juga (Sometimes I have difficulty understanding the reading material, a lot of vocabulary is difficult to understand, the reading is long and I am a bit lazy to read it too)*

Student 2 :

*Kalau bacaannya saya tidak bisa memahami, saya jadi kesulitan untuk membuat kesimpulan dari bacaan, terlebih lagi kalau banyak kosa kata yang saya tidak mengerti (If I cannot understand the reading, it makes it difficult for me to draw conclusions from the reading, especially if I don't understand a lot of vocabulary)*

c) Lack of Motivation in Reading

Based on the results of students' answer on the difficulties in implementing inquiry based learning in teaching reading, lack of motivation of students in reading also becomes a matter in implementing the Inquiry Based Learning. If the students do not have high motivation in reading, they tend to be lazy to be active in the inquiry learning and they do not have interest in analyzing the reading material given by the teacher.

Student 1 :

*Membaca bukan hobby saya, jadi waktu pembelajaran reading, saya kurang begitu mengikuti, saya biasanya jadi anggota kelompok saja* (Reading is not my hobby, so when I was learning reading, I do not really follow it, I usually just became a member of the group)

Student 2 :

*Saya tidak begitu suka membaca, apalagi kalau bacaannya panjang banget, saya jadi pusing* (I do not really like reading, especially if the reading is really long, I get dizzy)

Student 3 :

*Membaca menurut saya membosankan, jadi saya kurang begitu tertarik dalam pelajaran reading in* (Reading in my opinion is boring, so I am not really interested in this reading lesson)

### 3.2 Discussion

In this section, the discussion of the findings is presented. This discussion also divided into two sections in accordance to the findings. The discussion in detail is as follow.

#### 3.2.1 The Implementation of Inquiry Based Learning Model with Digital Module in Teaching Reading

The findings on the steps of the implementation of the inquiry based learning in teaching reading shows that there are five steps and it follows the principle of Inquiry-Based Learning (Science by Doing Program). The steps are Engagement with the Topic, Exploring Reading Comprehension Strategies, Explaining the Result of Reading Comprehension Strategies Used, Elaborating Answers of Formulated Questions, and Evaluating the Whole Text and Learning Process.

The results on the implementation of Inquiry Based Learning in teaching reading is in accordance to 5E instructional model which confirms the previous research by Bybee et. al (2006) which 5E model stands for Engagement, Exploration, Explanation, Elaboration and Evaluation. These stages are attributed to be implemented in reading class. Engagement process leads the students to engage with the topic of the text, exploration process aligns students with the reading strategies to be mastered, explanation focuses the students to explain the result of the reading comprehension strategies provided in exploration phase, elaboration provides students to answer some questions related to the text and the evaluation instructs the students to evaluate the whole learning process and the text given and to identify the new vocabulary they got from the text. As a result, IBL is an inevitable approach to be implemented in language learning context especially in receptive skill which is reading comprehension.

Based on the findings and discussion of the implementation of Inquiry Based Learning in teaching reading, it can be concluded that inquiry based learning is an appropriate method for teaching reading. The inquiry based learning can be combined with various media or material such as Digital Module. In this research, it was found that Digital Module can support the teaching and learning process of reading using inquiry based learning. It has purpose to provide reading passage or material in the inquiry based learning instruction. The digital modules are innovations that can be used by teachers in solving the problems of Government-issued module or textbook. These innovations can be done by utilizing the development of IT technology in schools. Arsyad stated that the development of science and technology is increased by utilizing technology in the teaching and learning process (Arsyad, 2013).

### 3.2.2 Difficulties Faced by The Teacher in Teaching Reading Using Inquiry Based Learning Model with Digital Module

The difficulties faced in implementing Inquiry Based Learning technique with digital module in teaching reading are large class, limited time, and lack of support from the school. One of the greatest concerns for teachers in implementing inquiry based instruction is the fear of losing control such as control of instruction, control of students, control of the class. Unless teachers address this fear, they will likely continue to rationalize their unwillingness to implement inquiry instruction instead of asking what is

best for students and then working to achieve that goal. After all, management issues are the main reason that people leave the teaching profession (Barmby, 2006). With knowledge and effort, however, this fear can be addressed and overcome. Many teachers, fearful of the unknown, maintain control of the classroom with content delivery rather than opting for inquiry-based experiences. Operating under conditions of uncertainty, whereas in the former situation, the teacher knows in advance what the outcome will be (lynnevey, 2016).

If teachers do not completely understand or embrace the concept of inquiry based learning, they are unprepared and unable to engage with their students on a deeper level. This creates a disconnect, which in turn leaves the students unprepared and at risk. Teachers must have a clear understanding of the value of creating a learner-centred classroom, and develop the essential skills to facilitate inquiry-based learning.

### 3.2.3 Difficulties Faced by The Students in Learning Reading Using Inquiry Based Learning Model with Digital Module

There are some difficulties faced by the students, such as lack of confidence; the topic of reading material is not familiar for students, and the lack of motivation in reading. Inquiry-based learning (IBL) is a student-centered instructional approach that makes use of meaningful tasks such as cases, projects, and research to situate learning (Avsec & Kocijancic, 2016). Students are expected to work collaboratively to identify how to solve a problem, gain research skills, and trade-off capacity (Avsec, Rihtaristic, & Kocijancic, 2014). With IBL, students are engaged in the learning process and are making sense of the world around them. Alfieri et al. (2011: 3) refer to the benefits of IBL in the classroom by explaining that, “allowing students to interact with materials, models, manipulate variables, explore phenomena, and attempt to apply principles affords them with opportunities to notice patterns, discover their underlying causalities, and learn in ways that are seemingly more robust. Therefore, adopting IBL engages students in the learning process and maximizes learning.

Dewey advocated that teachers should always let children use their natural activity and curiosity when learning about a new concept and also the child should be given an opportunity where he/she can follow their interest (Dewey, 2008). It is very important

that in order to facilitate inquiry-based learning, the teacher make simple changes and organize the classroom in a way so she could manage transition and gain attention as the children use hands-on investigative activities, use of science journals, use of group-based activities, and guided students to reflect on their learning process.

In general, inquiry is a process that varies and includes the activities of observing, formulating relevant questions, evaluating the book and other sources of information critically, plan investigation or investigation, reviewing what is already known, carry out experiments or experiments by using a tool to obtain data, analyze and interpret the data, and make predictions and communicating the results (Ibrahim, 2007). Based on some above mentioned understanding, inquiry model is a method used in the learning process so that students have the ability to ask questions, examine, or investigate something. which involves all the student's ability to search and investigate in a systematic, critical, logical, analytical, so that they can formulate their own Sagala (2006) stated that there is five steps to be taken in carrying out the inquiry model such as: (1) the formulation of the problem being solved by students, (2) set a temporary answer (hypothesis), (3) students seeking information, data facts needed to answer the problem, (4) draw conclusions or generalizations of the answer, and (5) the conclusions or generalizations apply in new situations.

#### **4. CLOSING**

Based on the findings, the researcher concludes that (1) there were five steps in the implementation of inquiry based learning in teaching reading. The five steps followed the principle of Inquiry-Based Learning (Science by Doing Program). They were Engagement with the Topic, Exploring Reading Comprehension Strategies, Explaining the Result of Reading Comprehension Strategies Used, Elaborating Answers of Formulated Questions, and Evaluating the Whole Text and Learning Process. The Digital Module combined with the Inquiry Based Learning is intended to provide materials of reading. (2) The difficulties found by the teacher were large class, limited time, and lack of support from the school. Meanwhile, the difficulties experienced by the students were lack of confident; the topic of reading material is not familiar for students, and the lack of motivation in reading. In conclusion, Inquiry Based Learning implemented by the teacher was able to help the students to engage with the reading



materials, in spite of the challenges on the large class and limited time to conduct Inquiry Based Learning. It is recommended to the teacher to combine some learning methods, model and media for more effective and conducive teaching and learning process. Based on the results of this study it is also recommended for academics or teachers to develop products in the form of digital teaching materials. Teachers must also find out the weaknesses and strengths of students to optimize their learning. Then, it is recommended for other researchers to explore more about the learning technique of Inquiry Based Learning in another teaching skill such as speaking and writing.

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